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ABSTRACT

The performance objectives for communication skills outlined in this document were developed over a two-year period by teachers and specialists throughout Michigan. Objectives are listed for reading skills, speaking/listening skills, and writing skills at each of three levels--third, sixth, and ninth grades. Examples and comments are also provided as sub-categories of the objectives. It is believed that assessment every three years allows ample latitude for the differing growth rates of students, but that teachers will also need to make interim checks of formative skill acquisition with a more elaborate system. An appendix lists the contributors to the development of the skills objectives. (JM)

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minimal

performance objectives

for Communication Skills

education in Michigan

Michigan Department of Education

CS 501 115

MICHIGAN DEPARTMENT OF EDUCATION
LANSING, MICHIGAN

Over two years ago, as a part of a program for educational accountability Michigan Department of Education began the rather formidable task of developing pre-school through twelfth grade performance objectives for the various subject matter areas; and as Superintendent of Public Instruction it is with a good deal of pleasure that I am able to report that the communication skills objectives are now available and are ready to be distributed through the state. We hope that this document containing a complete listing of the objectives will be a useful reference to educators everywhere in Michigan; and we hope also that making these performance objectives available at the state level will help us to guarantee that all boys and girls in Michigan, regardless of where they live or what school they attend, will attain at least a minimal level of competency in communication skills, for without at least minimal proficiency in communication skills, opportunities for persons in today's society are limited.

These performance objectives have been long in the preparation. Defining minimum levels of competency is always an extremely difficult and time-consuming task. The preparation of these sets of minimal competencies has been a particularly lengthy process in this case because we have involved large and representative groups of teachers and communication skills specialists throughout the state in preparing and reviewing them. We believe that if objectives issued from the state level are to have viability, this kind of massive involvement is absolutely essential. Thus, since we began with this task, these objectives have been considered by numerous advisory groups and councils, local curriculum committees, grade commissions, professional organizations, and various referent groups. We can say, therefore, that they do represent the consensual thinking of both communication skills educators and educators in general throughout the state.

Perhaps it should be stressed again that these objectives are designed to represent minimal levels of expectancies in communication skills. School districts will want their students to move far beyond these minimums. Also, although the communication skills objectives include objectives in foreign languages, the foreign language objectives have not been included in the present document, but are available in a separate publication.

It surely would be appropriate for me, at this point, to speak for the State Board of Education and thank the people who have been involved in this effort. I cannot possibly list all of those who have labored long and hard with this document, but the efforts of all these people are greatly appreciated — and the names of the people who have been most directly involved have been listed in the appendix of this publication. I do wish to extend our thanks to several communication skills groups that rendered the Department particularly meritorious service: the Michigan Council of Teachers of English, the Michigan Intermediate Reading Association, the Michigan Reading Association, the Michigan Speech Association, and the Michigan Foreign Language Association.

Also, I want to thank the persons on the Department staff who have done most to oversee this job, particularly Mr. Dwight Smith, who was communication skills specialist during the period that these objectives were being developed, and Dr. Barbara Ort, the foreign language specialist. I also wish to thank Dr. Robert Trezise, who is the Department's present specialist in the area of communication skills, for his contributions.

John W. Porter
Superintendent of
Public Instruction

INTRODUCTION

Among the many expectations communities hold for formal education is that their children will develop competencies in the field of language arts. This desire is reflected in *The Common Goals of Michigan Education* as a basic skill for each student: "The ability to comprehend ideas through reading and listening;" and "the ability to communicate ideas through writing and speaking." (from Goal III, Student Learning). These competencies have become universally considered as important attributes for effective participation in our present day society. It is with this mandate in mind that the *Performance Objectives for Communication Skills* are offered here to the teachers and patrons of Michigan's elementary and secondary schools.

Implicit to the concept of equal educational opportunity is the existence of a *foundation program*, a program which speaks to the many areas of knowledge and skills necessary for personal and collective survival in a technological age. The performance objectives cited by this document are meant to be an integral part of that foundation program. The implication is strong that *all* students in Michigan ought to acquire the language skills set forth here. This, of course, does not imply that students will learn *only* these skills and concepts, since many will obtain mastery considerably in excess of the minimums established here; but that all youngsters will be afforded opportunities to acquire at least these basic competencies.

Assumptions Basic to the Development of Communication Skills Objectives

1. The communication skills are expressed as *listening*, *speaking*, *reading*, (including literature and study skills) and *writing*. Though listed as separate categories, these skills each reflect in common a level of language learning basic to all performance. Therefore, there is considerable interrelationship among the various skills to the extent that competency in one area tends to influence favorably the quality of performance in all the others.
2. Emphasis should be placed upon producing and receiving meaning from language.
3. Basic *thinking skills* should permeate each phase of language activity.
4. The objectives should include skills useful in practical, social and career environments; competencies thus obtained should contribute substantially to the learner's ability to participate effectively in modern society.
5. It is important that communication skills objectives express the affective domain as well as the cognitive.
6. There may be language-based experiences which do not have an immediate utilitarian value, but are helpful, at a given time, in assisting the learner in the ordering of his own experiences.
7. Rules and mechanics of language are not important *per se*, but only as aids to communication.
8. The communication skills objectives are to be considered minimal. More sophisticated objectives may be developed at the local school level.
9. The communication skills objectives should address themselves to a real and functional world, rather than as enabling skills which serve only as a *means* of acquiring a terminal competency.
10. The objectives for communication skills represent outcomes achievable by students at any time on the school career continuum. Hence these objectives lend themselves to an individualized instructional program. It is assumed that the learners will be at various points of this continuum. An objective is timely whenever the learner gives evidence of readiness. Thus, some objectives can be introduced either earlier or later than that time traditionally considered appropriate.

Evaluating Pupil Achievement

The measurement of performance objectives often becomes troublesome. Some outcomes are more easily evaluated than are others. However, even though there are no known objective measures for certain types of achievement, such a lack has not deterred the necessity of stating the performance objectives for those outcomes. Hence, a number of the student behaviors advocated by this document cannot be evaluated by any of the typical instruments, but must be observed and judged on a more subjective level.

Process Summary

The development of the Performance Objectives for Communication Skills has been a process of dialog spanning a two year period. Two week workshops were held in Bloomfield Hills and Detroit to glean from teachers their perceptions of the basic categories of communication skills. Single day workshops were conducted in Traverse City, Marquette, Grand Rapids, Detroit, Southfield, Ann

Arbor, Lansing, Mount Pleasant, Flint, Gladwin and Mason. Further, *ad hoc* reference committees were convened to help mesh together the many contributions into "working drafts". Such drafts were mailed to approximately 200 additional teachers and specialists for their critical responses and new points of view. At each stage of development, substantial changes were made in the objectives.

The final phase of development reflected the work of the Grade Level Commissions, whose members continued to give careful scrutiny to the objectives over the past year.

A list of the educators who have made contributions to the development of the *Objectives* appears in the Appendix of this publication.

The Format of Performance Objectives

The performance objectives in this document are expressed at the third, sixth and ninth grade levels. It is at these points in the student's progress that these achievement bench marks are predicated. It is generally conceded that the development of language skills along the way will be observably uneven and at times punctuated by spurts and lapses. By establishing three points of evaluative reference, as is implied by these objectives, it is believed that ample latitude is afforded for differing growth rates as the student progresses through elementary and secondary schools. Naturally, the classroom teacher will need a more elaborate system of interim check-points in order to account for formative skill acquisition. For example, the grade one teacher might want to prescribe a reading program which would include such outcomes as knowledge of initial consonants, rhyming sounds, and structural analysis. The teacher would recognize that these enabling skills assist the youngster in his attempts to identify new words. The teacher should also be cognizant of how these contributing skills relate to the terminal outcomes having to do with comprehension.

It should be stressed that language development is by no means the exclusive property of formal schooling. Actually, children acquire language from birth and bring to school a fairly complex system of grammar as well as a functional vocabulary. Even in a school setting this process of language growth continues at its own pace and is uniquely sequenced for each individual learner; so that even though the language skills appear in a linear fashion to suggest sequence and categories, the student may be acquiring many skills outside the influence of instruction. The classroom teacher, then, may not feel pressed to provide instruction for each child in every skill, but, through careful and frequent evaluation, *account* for its mastery in terms of the individual pupil.

The Coding System for the Objectives

The reader will note that some of the objectives are designated by single, whole numbers (1.), and some in the third column are designated as sub-objectives (1.1, 1.2, etc.). Those with a whole number code are general instructional-level objectives; those in the third column are task-level objectives. The task-level objectives are specific illustrations of the instructional-level objectives. For example, the objective "6." for third grade asks that the learner will be able to identify the author's purpose in writing the selection; 6.1, 6.2, 6.3 specify the *tasks* the learner would be expected to accomplish; i.e., choose a selection meant to entertain. The task-level objectives are directions to the test writer or evaluator as to the nature of the anticipated performance.

Foreign Languages

The foreign language objectives are considered a part of the communication skills objectives and have been included in all drafts as an appendix to the main document. However, since the foreign language objectives represent a document of considerable bulk in themselves, these objectives are now available in a separate publication — even though they still may be considered a part of the communication skills objectives.

PERFORMANCE OBJECTIVES FOR COMMUNICATION SKILLS

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I. READING SKILLS

1-3 COMMUNICATION SKILLS

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
READING VOCABULARY DEVELOPMENT	
1. By the end of the *third* grade, learners will demonstrate the acquisition of an increased range of reading vocabulary, as measured by minimum criteria on an objectives-referenced test (ORT).	1.1 Given a reading selection at the third grade level, the learner will match a series of words extracted from the selection with the appropriate still pictire which best depicts the meaning of the words, as measured by minimum criteria on an ORT. 1.2 Given a reading selection at the third grade level, the learner will locate specific words in that selection from the clues supplied by a series of still pictures, as measured by minimum criteria on an ORT. 1.3 Given a reading selection at the third grade level, the learner will locate specified words in response to those words given orally, as measured by minimum criteria on an ORT.
2. By the end of the *third* grade, learners will demonstrate their ability to identify new words found in the content material appropriate to the third grade reading level, as measured by minimum criteria on an ORT.	2.1 Given a reading selection from a textbook appropriate to the third grade, the learner will match a series of words in the selection with appropriate definitions, as measured by minimum criteria on an ORT. 2.2 Given a set of phrases, the student will indicate those phrases which have the same meaning, as measured by minimum criteria on an ORT.
3. By the end of the *third* grade, learners will demonstrate their ability to apply phonetics, spelling patterns, word parts or context as aids in identifying new words, as measured by minimum criteria on an ORT.	3.1 Given a reading selection at the third grade level, the learner will answer multiple choice questions with words and/or phrases extracted from that selection, as measured by minimum criteria on an ORT. 3.2 Given a reading selection at the third grade level in which every fifth word has been replaced with a blank, the learner will choose the exact word appropriate to the blank space at 50% accuracy, as measured by minimum criteria on an ORT.
ARRANGING DATA	
4. By the end of the *third* grade, learners will exhibit knowledge of methods of arranging data (e.g., classification, categorization, grouping, typing, cataloging, etc.), as measured by minimum criteria on an ORT.	4.1 Given a method of arranging data, the learner will identify the method (e.g., color, size, importance, time, etc.), as measured by minimum criteria on an ORT. 4.2 Given three outline patterns, the learner will choose the one outline which is correctly formed, as measured by minimum criteria on an ORT.

COMMUNICATION SKILLS 1-3

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	4.3 Given a series of three ideas, the learner will select the outline which correctly arranges these ideas, as measured by minimum criteria on an ORT.
	4.4 Given a series of randomly placed words, the learner will be able to alphabetize the words through the first three letters, as measured by minimum criteria on an ORT.
ACQUIRE MEANING FROM WRITTEN LANGUAGE	
5. By the end of the *third* grade, learners will be able to identify reading selections as fiction or non-fiction, as measured by minimum criteria on an ORT.	5.1 Given a series of reading selections, the learner will indicate those which are factual, as measured by minimum criteria on an ORT.
	5.2 Given a series of reading selections, the learner will indicate those which are fictional, as measured by minimum criteria on an ORT.
6. By the end of the *third* grade, learners will be able to identify the author's purpose in writing a selection (e.g., persuasion, entertainment, instruction, propaganda, etc.), as measured by minimum criteria on an ORT.	6.1 Given a series of reading selections, the learner will be able to indicate that selection which was written for the purpose of entertaining, as measured by minimum criteria on an ORT.
	6.2 Given a series of reading selections, the learner will be able to indicate that selection which was written for the purpose of persuasion, as measured by minimum criteria on an ORT.
	6.3 Given a series of reading selections, the learner will be able to indicate that selection which was written for the purpose of instruction, as measured by minimum criteria on an ORT.
7. By the end of the *third* grade, learners will demonstrate increased ability to determine the main idea of the selection, as measured by minimum criteria on an ORT.	7.1 Given a reading selection, the learner will select from a list of possible titles the one most appropriate as the title for that selection, as measured by minimum criteria on an ORT.
	7.2 Given a reading selection, the learner will select from a series of still pictures the one picture most appropriate in depicting the main idea of the selection, as measured by minimum criteria on an ORT.
	7.3 Given a reading selection, the learner will select from a number of short summaries that one which best summarizes the selection, as measured by minimum criteria on an ORT.
	7.4 Given a series of three or more reading selections, the learner will indicate those two which express the same main ideas, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
8. By the end of the *third* grade, learners will demonstrate greater ability to identify supporting details in the selection, as measured by minimum criteria or an ORT.	8.1 Given a reading selection, the learner will select sentences which are important to the main theme, as measured by minimum criteria on an ORT.
	8.2 Given a reading selection, the learner will select sentences which, if deleted, would not detract from the main idea, as measured by minimum criteria on an ORT.
	8.3 Given a reading selection, the learner will answer correctly a series of multiple choice questions recalling a supporting detail of the selection, as measured by minimum criteria on an ORT.
	8.4 Given a reading selection, the learner will match a series of direct quotations from the story with the character who is speaking, as measured by minimum criteria on an ORT.
	8.5 Given a reading selection, the learner will choose from a series of details those which contribute to the main idea, as measured by minimum criteria on an ORT.
9. By the end of the *third* grade, learners will exhibit increased ability to recognize the organization of events (sequences) in the selection, as measured by minimum criteria on an ORT.	9.1 Given a reading selection, the learner will arrange a series of randomly placed details into chronological order, as measured by minimum crtieria on an ORT.
	9.2 Given a reading selection, the learner will select from a series of randomly chosen sentences those which have been drawn from the beginning, middle, or the end of the selection, as measured by minimum criteria on an ORT.
	9.3 Given a reading selection, the learner will correctly answer a series of multiple choice questions relating to the sequence of events or ideas presented in the selection, as measured by minimum criteria on an ORT.
10. By the end of the *third* grade, learners will exhibit increased ability to identify the feelings and emotions expressed in a reading selection, as measured by minimum criteria on an ORT.	10.1 Given three or more selections, the learner will choose the two most alike in the feelings or emotions expressed, as measured by minimum criteria on an ORT.
	10.2 Given three or more selections, the learner will choose the two most alike in the mood expressed, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	10.3 Given a reading selection, the learner will choose from a series of sentences that sentence which best describes how a given character feels in a story, as measured by minimum criteria on an ORT.
	10.4 Given a reading selection which describes feelings or emotions, the learner will select from a series of still pictures the one picture which best depicts the feelings or emotions expressed by characters in the selection, as measured by minimum criteria on an ORT.
	10.5 Given a reading selection which sets a definite mood, the learner will select from a series of still pictures the one picture which best depicts the mood expressed in the selection, as measured by minimum criteria on an ORT.
	10.6 Given a poem or a selection containing figurative language, the learner will identify from a series of descriptive phrases the phrase that most accurately describes the mood expressed in the selection, as measured by minimum criteria on an ORT.
	10.7 Given a poem or a selection containing figurative language, the learner will select from a series of still pictures the one that most accurately describes the mood expressed in the selection, as measured by minimum criteria on an ORT.
11. By the end of the *third* grade, learners will demonstrate increased ability to determine (predict, infer) conclusions and implications (effects from causes) from the material given in reading selections, as measured by minimum criteria on an ORT.	11.1 Given a reading selection, the learner will correctly match a series of causes with a corresponding series of effects, as measuured by minimum criteria on an ORT.
	11.2 Given a reading selection with the conclusion of the story deleted, the learner will select from a series of possible conclusions the one most appropriate to the selection, as measured by minimum criteria on an ORT.
12. By the end of the *third* grade, learners will be able to read a selection and analyze its contents (e.g., ideas, feelings, organization, words, phrases, etc.), as measured by minimum criteria on an ORT.	12.1 Given a series of three or more reading selections, the learner will choose the two most alike in the ideas expressed, as measured by minimum criteria on an ORT.
	12.2 Given a series of three or more reading selections, the learner will choose the two most alike in the feelings or emotions expressed, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	12.3 Given a reading selection, the learner will answer multiple choice questions with words and/or phrases extracted from that selection, as measured by minimum criteria on an ORT.
13. By the end of the *third* grade, learners will demonstrate their ability to use reference sources to obtain information, as measured by minimum criteria on an ORT.	13.1 Given a locational question, the learner will choose from a series of reference sources where that item will be found, as measured by minimum criteria on an ORT.
	13.2 Given a locational question about newspapers, the learner will select the section where he would find the answer, as measured by minimum criteria on an ORT.
	13.3 Given a series of questions the answers to which can be found in a reference book, the learner will answer those questions, using appropriate informational devices (e.g., table of contents, indices, glossaries, footnotes, appendices, etc.), as measured by minimum criteria on an ORT.
14. By the end of the *third* grade, learners will be able to draw inferences and conclusions not expresssly stated in reading selections, as measured by minimum criteria on an ORT.	14.1 Given a reading selection, the learner will answer correctly a series of multiple choice questions relating to meanings not expressed in the selection itself, as measured by minimum criteria on an ORT.
	14.2 Given a reading selection, the learner will answer correctly a series of multiple choice questions relating to generalizations not expressed in the selection itself, as measured by minimum criteria on an ORT.
	14.3 Given a reading selection, the learner will answer correctly a series of multiple choice questions relating to conclusions not expressed in the selection itself, as measured by minimum criteria on an ORT.
15. By the end of the *third* grade, learners will demonstrate increased reading speed without losing comprehension, as measured by minimum criteria on an ORT.	
POSITIVE RESPONSES TO READING	
16. By the end of the *third* grade, learners will positively respond to reading, as measured by minimum criteria on an ORT.	16.1 Given opportunities for group interaction, learners will contribute to group discussions about reading selections, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

16.2 Learners will exhibit empathy with, and concern for, the feelings of characters in a reading selection, as measured by minimum criteria on an ORT.

16.3 Learners will indicate their valuing of reading by requesting reading materials in addition to those assigned by the teacher, as measured by minimum criteria on an ORT.

16.4 Learners will demonstrate positive regard for reading by requesting assistance from teachers, parents and others, as measured by minimum criteria on an ORT.

16.5 Learners will voluntarily use free time to read, both within the classroom and the home, as measured by minimum criteria on an ORT.

4-6 COMMUNICATION SKILLS

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
READING VOCABULARY DEVELOPMENT	
17. By the end of the *sixth* grade, learners will demonstrate knowledge of vocabulary to include words taken from content areas, as measured by minimum criteria on an objectives-referenced test (ORT).	17.1 Given a reading selection from a textbook appropriate to the sixth grade, the learner will locate specified words in response to those words given orally, as measured by minimum criteria on an ORT.
18. By the end of the *sixth* grade, learners will demonstrate their ability to identify new words found in content material, as measured by minimum criteria on an ORT.	18.1 Given a reading selection, the learner will match a series of words in the selection with appropriate definitions, as measured by minimum criteria on an ORT. 18.2 Given a set of phrases, the learner will indicate those phrases which have the same meaning, as measured by minimum criteria on an ORT.
19. By the end of the *sixth* grade, learners will demonstrate ability to acquire information from written language, as measured by minimum criteria on an ORT.	19.1 Given a reading selection in which every fifth word has been replaced with a blank, the learner will choose from a list of words the exact word appropriate to the blank space at 50% accuracy, as measured by minimum criteria on an ORT. 19.2 Given a reading selection, the learner will answer multiple choice questions with words and/or phrases extracted from that selection, as measured by minimum criteria on an ORT.
ARRANGING DATA	
20. By the end of the *sixth* grade, learners will exhibit knowledge of methods of arranging data (e.g., classification, categorization, grouping, typing, cataloging, etc.), as measured by minimum criteria on an ORT.	20.1 Given a method of arranging data, the learner will identify the method (e.g., sequence, importance, etc.), as measured by minimum criteria on an ORT. 20.2 Given three outline patterns, the learner will choose the one outline which is correctly formed, as measured by minimum criteria on an ORT. 20.3 Given a series of at least five ideas, the learner will select the outline which correctly arranges these ideas, as measured by minimum criteria on an ORT.
21. By the end of the *sixth* grade, learners will be able to apply at least one method of arranging data (e.g., classification, categorization, grouping, typing, cataloging, etc.), as measured by minimum criteria on an ORT.	21.1 Given a series of randomly placed words, the learner will be able to alphabetize the words through the first three letters, as measured by minimum criteria on an ORT.

COMMUNICATION SKILLS 4-6

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	21.2 Given a series of three or more ideas, the learner will choose the outline which correctly arranges these ideas, as measured by minimum criteria on an ORT.
ACQUIRE MEANING FROM WRITTEN LANGUAGE	
22. By the end of the *sixth* grade, learners will be able to identify reading selections as fiction or non-fiction, as measured by minimum criteria on an ORT.	22.1 Given a series of reading selections, the learner will indicate those which are factual, as measured by minimum criteria on an ORT. 22.2 Given a series of reading selections, the learner will indicate those which are fictional, as measured by minimum criteria on an ORT.
23. By the end of the *sixth* grade, learners will be able to identify the author's purpose in writing a selection (e.g., persuasion, entertainment, instruction, etc.), as measured by minimum criteria on an ORT.	23.1 Given a series of reading selections, the learner will be able to indicate that selection which was written for the purpose of entertaining, as measured by minimum criteria on an ORT. 23.2 Given a series of reading selections, the learner will be able to indicate that selection which was written for the purpose of instruction, as measured by minimum criteria on an ORT. 23.3 Given a series of newspaper articles, the learner will be able to indicate that selection which was written for the purpose of propaganda, as measured by minimum criteria on an ORT.
24. By the end of the *sixth* grade, learners will demonstrate ability to determine the main idea of the selection, as measured by minimum criteria on an ORT.	24.1 Given a reading selection, the learner will select from a list of possible titles the one most appropriate as the title for that selection, as measured by minimum criteria on an ORT. 24.2 Given a reading selection, the learner will select from a series of still pictures the one most appropriate in depicting the main idea of the selection, as measured by minimum criteria on an ORT. 24.3 Given a reading selection, the learner will select from a number of short summaries that one which best summarizes the selection, as measured by minimum criteria on an ORT. 24.4 Given a series of three or more reading selections, the learner will indicate those two most alike in the ideas expressed, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
25. By the end of the *sixth* grade, learners will exhibit ability to identify supporting details in the selection, as measured by minimum criteria on an ORT.	25.1 Given a reading selection, the learner will select sentences which are important to the main theme, as measured by minimum criteria on an ORT. 25.2 Given a reading selection, the learner will select sentences which, if deleted, would not detract from the main idea, as measured by minimum criteria on an ORT. 25.3 Given a reading selection, the learner will match a series of direct quotations from the story with the character who is speaking, as measured by minimum criteria on an ORT. 25.4 Given a reading selection, the learner will choose from a series of details those which contribute to the main idea, as measured by minimum criteria on an ORT.
26. By the end of the *sixth* grade, learners will demonstrate ability to recognize the organization of events (sequences) in the selection, as measured by minimum criteria on an ORT.	26.1 Given a reading selection, the learner will arrange a series of randomly placed details into chronological order, as measured by minimum criteria on an ORT. 26.2 Given a reading selection, the learner will select from a series of randomly chosen sentences those which have been drawn from the beginning, middle, or the end of the selection, as measured by minimum criteria on an ORT. 26.3 Given a reading selection, the learner will correctly answer a series of multiple choice questions relating to the sequence of events or ideas presented in the selection, as measured by minimum criteria on an ORT.
27. By the end of the *sixth* grade, learners will exhibit ability to interpret the feelings and emotions expressed in a reading selection, as measured by minimum criteria on an ORT.	27.1 Given three or more selections, the learner will choose the two most alike in the feelings or general mood expressed, as measured by minimum criteria on an ORT. 27.2 Given a reading selection, the learner will choose from a series of sentences that sentence which best describes how a given character feels in a story, as measured by minimum criteria on an ORT. 27.3 Given a reading selection which sets a definite mood, the learner will select from a series of still pictures the one picture which best depicts the mood expressed in the selection, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	27.4 Given a poem or a selection containing figurative language, the learner will select from a series of still pictures the one that most accurately describes the mood expressed in the selection, as measured by minimum criteria on an ORT.
28. By the end of the *sixth* grade, learners will exhibit the ability to identify the motives of characters in reading selections, as measured by minimum criteria on an ORT.	28.1 Given a reading selection, the learner will choose from a series of sentences the one which best describes a motive for some action or activity, as measured by minimum criteria on an ORT.
	28.2 Given a reading selection, the learner will select the event which creates the major conflict or problem in the story, as measured by minimum criteria on an ORT.
29. By the end of the *sixth* grade, learners will demonstrate the ability to determine conclusions and implications from the material given in reading selections, as measured by minimum criteria on an ORT.	29.1 Given a reading selection, the learner will correctly match a series of causes with a corresponding series of effects, as measured by minimum criteria on an ORT.
	29.2 Given a reading selection, the learner will select from a series of sentences the one which best represents the major causal factor in the story, as measured by minimum criteria on an ORT.
	29.3 Given a reading selection, the learner will select, from a list of sentences drawn from that selection, those of fact and those of inference, as measured by minimum criteria on an ORT.
	29.4 Given a reading selection, the learner will answer correctly a series of multiple choice questions relating to meaning, generalizations, or conclusions not expressed in the selection itself, as measured by minimum criteria on an ORT.
30. By the end of the *sixth* grade, learners will be able to read a selection and compare/contrast its contents (e.g., ideas, feelings, organization, etc.) with the contents of other selections which express related themes, as measured by minimum criteria on an ORT.	30.1 Given a series of three or more reading selections, the learner will choose the two most alike in the ideas expressed, as measured by minimum criteria on an ORT.
	30.2 Given a series of three or more reading selections, the learner will choose the two most alike in the mood expressed, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
31. By the end of the *sixth* grade, learners will be able to use reference sources as a means of obtaining information, as measured by minimum criteria on an ORT.	31.1 Given a locational question, the learner will choose from a series of reference sources where that item will be found, as measured by minimum criteria on an ORT. 31.2 Given a locational question about newspapers, the learner will select the section where he would find the answer, as measured by minimum criteria on an ORT. 31.3 Given a series of questions, the answers to which can be found in a reference book, the learner will answer those questions using appropriate informational devices, (e.g., table of contents, indices, glossaries, phone books, footnotes, appendices, etc.), as measured by minimum criteria on an ORT.
32. By the end of the *sixth* grade, learners will be able to draw inferences and conclusions not expressly stated in reading selections, as measured by minimum criteria on an ORT.	32.1 Given a reading selection with the conclusion of the story deleted, the learner will select from a series of possible conclusions the one most appropriate to the selection, as measured by minimum criteria on an ORT. 32.2 Given a reading selection, the learner will select from a series of statements the one which most aptly predicts what would happen if the story were to continue, as measured by minimum criteria on an ORT.
POSITIVE RESPONSES TO READING	
33. By the end of the *sixth* grade, learners will exhibit evidence of positive responses toward the valuing of reading, as measured by minimum criteria on an ORT.	33.1 Learners will begin to demonstrate that they are building a value system in relation to their reading (e.g., individual works, authors, literary types, etc.), as measured by minimum criteria on an ORT. 33.2 Learners will exhibit empathy with and concern for the feelings of characters in a reading selection, as measured by minimum criteria on an ORT. 33.3 Learners will demonstrate positive responses toward reading by choosing reading material from a varied selection of subject matter and literary types, as measured by minimum criteria on an ORT. 33.4 Learners will demonstrate positive responses toward reading by contributing to group discussions about reading selections, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

33.5 Learners will exhibit positive responses toward reading by requesting reading materials in addition to those assigned by the teacher, as measured by minimum criteria on an ORT.

33.6 Learners will demonstrate positive responses toward reading by requesting assistance from teachers, parents, and others, as measured by minimum criteria on an ORT.

33.7 Learners will demonstrate positive responses toward reading by voluntarily using free time to read, both within the classroom and the home, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

General instructions regarding evaluation:

All activities that are to be used to measure reading ability must be based on passages which reflect a variety of cultural and personal experiences probable to the students. They should be able to choose the passages and the activities that most closely match their cultural and personal experiences. Visual, title cues, etc. should accompany explicit oral instructions to the students to help them select passages relevant to them. The activities which the students will be asked to perform should be task oriented and require the application of the processes being tested rather than a content knowledge.

RECOGNIZING AND UNDERSTANDING WORDS IN CONTEXT

34. By the end of the *ninth* grade, learners will be able to apply strategies that help them to recognize words in the context of a passage, as measured by their ability to meet minimum recognition criteria on an objectives-referenced test (ORT).

By this age, the learner has developed his own method of decoding. The test maker and the teacher should not be concerned with the individual student's unique procedure of word identification, but rather that the student has mastered the ability to unlock words in print.

35. By the end of the *ninth* grade, learners will be able to interpret the meaning of words in written and experiential context, as measured by minimum criteria on an ORT.

Since this objective has to do with the comprehension of words in context, it is necessary to provide appropriate reading selections as the frame of reference. Tests might include one or more of the following types:

a. Words taken from a selection to be matched with possible synonyms or antonyms.
b. Words taken from a selection to be matched with possible definitions in the appropriate connotative mode.
c. A passage with every fifth word omitted, to be supplied by the student.
d. Oral reading by the student. The teacher notes omitted words, irrelevant substitutions, and synonomous substitutions.

35.1 Learners will be able to determine meaning from the context of the passage.

35.2 Learners will be able to apply knowledge of roots and affixes as an aid in understanding words.

35.3 Learners will be able to read specialized words related to everyday functions (e.g., highway signs and symbols, recipes, test instructions, typical instituitonal forms).

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

DERIVING MEANING FROM PRINT

36. By the end of the *ninth* grade, learners will be able to acquire meaning from a reading passage, as measured by minimum criteria on an ORT.

The list of illustrative objectives suggests only a few of the many types of testing instruments available for measuring comprehension. At best, most such testing tools are only rough approximations of reality. Seldom, except in school, does the mature reader perform the kinds of tasks suggested by these sub-objectives. The mature reader reads for a variety of purposes (entertainment, "how to do" something, keeping "current"), but never to select sentences best describing the main idea. Therefore, the evaluation technique suggested by the sub-objectives should be understood as only partial indicators of reading competencies. Perhaps the most reliable evaluative measure is the open-ended type wherein the student indicates in his own language how the reading selection met his purpose.

36.1 Learners will be able to tell in their own words, orally or in writing, the major incidents as they occur in a reading passage.

36.2 Learners will be able to select from a series of sentences the one best describing the content of a reading passage.

36.3 Learners will be able to select passages within a reading selection showing causation.

36.4 Learners will be able to select passages within a reading selection showing characterization.

36.5 Learners will be able to select passages within a reading selection showing mood or feeling.

36.6 Learners will be able to choose from three possible conclusions the one best suited to end a reading selection wherein the conclusion has been omitted.

37. By the end of the *ninth* grade, learners will be able to recognize the paramount purpose of a reading selection, as measured by minimum criteria on an ORT.

In constructing the evaluative instrument for this objective, care should be taken to select only reading material obviously written for one purpose. Students should have no difficulty in selecting the appropriate selection if they are familiar with the several purposes underlying reading selections.

37.1 Learners will be able to select from a number of reading selections those meant to entertain, to persuade, to provide information.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

37.2 Learners will be able to choose from a number of reading passages those whose purpose is to influence the reader's opinion.

37.3 Learners will be able to select from a number of reading passages those appealing to the reader's personal needs, goals, prejudices, and fears.

NON-PRINT LANGUAGE

38. By the end of the *ninth* grade, learners will be able to acquire meaning from non-linear media, as measured by minimum criteria on an ORT.

This objective involves considerable subjective judgment on the part of the student and, as such, is difficult to measure. The teacher, through observation, however, ought to be able to determine whether the student's responses reflect a sincere effort to participate in the activity. Certainly, different social/cultural orientations could produce quite dissimilar reactions to a given non-linear stimulus.

38.1 Learners will be able to select from a number of phrases the one most appropriate as a title to a topical poster (or still photo, or musical selection).

38.2 Learners will be able to choose from a series of captions the one best suited to a cartoon.

38.3 Learners will be able to tell or write about their feelings regarding a motion picture, a television production, a still photograph, a painting, a musical selection, or a staged dramatic presentation.

ATTITUDES TOWARD READING

39. By the end of the *ninth* grade, learners will be able to exhibit evidences of critical responses toward literature, as measured by minimum criteria on an ORT.

This objective, like the previous one, can only be evaluated by teacher observation. Nevertheless, the objective *is* sensitive to instruction so the teacher will want to discover whether the students have thought about the values inherent in becoming more than a "survival" reader. This objective does not suggest that students *must* develop the habit of reading literature, but if not, they understand the nature of the option.

39.1 Learners will be able to identify various literary types, subject matter categories, individual selections, authors.

39.2 Learners will be able to discuss the purposes for which people read various types of reading material.

39.3 Learners will be able to discuss the reasons they themselves do or do not read voluntarily.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
STUDY SKILLS	
40. By the end of the *ninth* grade, learners will be able to employ a number of methods of arranging or understanding data, as measured by minimum criteria on an ORT.	
	40.1 Learners will be able to alphabetize randomly chosen words.
	40.2 Learners will be able to locate an unfamiliar word in a dictionary and thesaurus, pronounce it correctly and tell its meaning(s).
	40.3 Learners will be able to locate an item of informmation in a reference book, using, if needed, the index and/or table of contents (encyclopedia, telephone book, catalogue).
	40.4 Learners will be able to scan sub-headings and relate the general nature of the contents of the material.
	40.5 Learners will be able to skim through the items in a given categorical listing to locate the one specified.
	40.6 Learners will be able to identify examples of services and products found in the "yellow pages."
41. By the end of the *ninth* grade, learners will be able to use graphs, charts, tables, maps, simple operating instructions, forms, etc., as measured by minimum criteria on an ORT. (See also parallel objectives in the Department of Education's Performance Objectives for Mathematics, Science, and Social Studies.)	This objective includes a number of functional reading tasks more sophisticated than those found above in 35.3. The teacher, depending upon the age/grade group, may wish to use instructions for assembling a storage shed or some other household article. Also included in this category would be application forms of various types, driver license tests and forms and examples of commonly used standardized school testing instruments. Behavior on these tasks is easily quantifiable and should present few problems for paper-pencil evaluation.

II. SPEAKING/LISTENING SKILLS

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
FACILITY IN VERBAL AND NON-VERBAL EXPRESSION	
1. By the end of the *third* grade, learners will be able to orally exchange their ideas with others, as measured by minimum criteria on an objectives-referenced test (ORT).	
2. By the end of the *third* grade, learners will be able to express verbally and non-verbally a sequence of events depicting a problem (e.g., role playing, simulation, etc.), as measured by minimum criteria on an ORT.	
3. By the end of the *third* grade, learners will be able to express verbally and non-verbally a sequence of events showing a difference of opinion (e.g., role playing, simulation, etc.), as measured by minimum criteria on an ORT.	
POSITIVE RESPONSES TO SPEAKING	
4. By the end of the *third* grade, learners will demonstrate that they value speaking as a skill, as measured by minimum criteria on an ORT.	4.1 Learners will willingly participate in classroom oral activities (e.g., role playing, simulation, discussions, etc.), as measured by minimum criteria on an ORT.
ABILITY TO LISTEN	
5. By the end of the *third* grade, learners will be able to listen to another or others and tell about the ideas and feelings expressed, as measured by minimum criteria on an ORT.	
6. By the end of the *third* grade, learners will be able to listen to another or others and tell how what was said compares to their own ideas and feelings, as measured by minimum criteria on an ORT.	
POSITIVE RESPONSES TO LISTENING	
7. By the end of the *third* grade, learners will demonstrate satisfaction in their response to listening, as measured by minimum criteria on an ORT.	7.1 Learners will demonstrate that they have respect for the ideas of others, as measured by minimum criteria on an ORT. 7.2 Learners will request that teachers or others provide oral presentations to the class as part of the learning experiences (e.g., oral reading, tapes, lectures, etc.), as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
FACILITY IN VERBAL AND NON-VERBAL EXPRESSION	
8. By the end of the *sixth* grade, learners will be able to express themselves verbally and non-verbally in a simulated context, as measured by minimum criteria on an objectives-referenced text (ORT).	8.1 Learners will be able to verbally and non-verbally express a sequence of events showing a difference of opinion, as measured by minimum criteria on an ORT. 8.2 Learners will be able to express verbally and non-verbally a sequence of events showing a problem and its solution, as measured by minimum criteria on an ORT. 8.3 Learners will be able to express verbally and non-verbally a sequence of events showing the consequences of actions, as measured by minimum criteria on an ORT. 8.4 Learners will be able to express verbally and non-verbally a problem showing alternate solutions, as measured by minimum criteria on an ORT.
POSITIVE RESPONSES TO SPEAKING	
9. By the end of the *sixth* grade, learners will show that they value speaking as a skill, as measured by minimum criteria on an ORT.	9.1 Learners will express their desire to make oral presentations to another or others in the classroom situation (e.g., role-playing, dramatics, formal and informal speechs, discussions, debates, simulations, etc.), as measured by minimum criteria on an ORT.
ABILITY TO LISTEN	
10. By the end of the *sixth* grade, learners will be able to listen to another or others and tell about the ideas and feelings expressed, as measured by minimum criteria on an ORT.	
11. By the end of the *sixth* grade, learners will be able to listen to differing points of view and respond critically, as measured by minimum criteria on an ORT.	11.1 Given an oral stimulus, learners will be able to listen to another or others and tell how what was said compares to their own ideas and feelings, as measured by minimum criteria on an ORT. 11.2 Given an oral stimulus, learners will be able to listen to differing points of view and tell how the ideas are alike and/or different, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	11.3 Given an oral stimulus, learners will be able to listen to differing points of view and discuss the consequences of each, as measured by minimum criteria on an ORT.
	11.4 Given an oral stimulus, learners will be able to listen to proposals for action, describe the action they would choose to take and give reasons for their action, as measured by minimum criteria on an ORT.
12. By the end of the *sixth* grade, learners will demonstrate their ability to actively participate in group decision-making processes, as measured by minimum criteria on an ORT.	12.1 Given a stiuation requiring group consensus, the learner will be able to effectively participate, as measured by minimum criteria on an ORT.
	12.2 Given a group stiuation, the learner will be able to evaluate and expand or revise his own contribution and those of others, as mesured by minimum criteria on an ORT.
	12.3 Learners will demonstrate respect for the ideas of others, as measured by minimum criteria on an ORT.
POSITIVE RESPONSES TO LISTENING	
13. By the end of the *sixth* grade, learners will demonstrate acceptance of the value of listening, as measured by minimum criteria on an ORT.	13.1 Learners will voluntarily choose to listen to tapes and other audio presentations, as measured by minimum criteria on an ORT.
	13.2 Learners will report that they value the ideas of others, even those they disagree with, as measured by minimum criteria on an ORT.

COMMUNICATION SKILLS 7-9

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	NOTE: It is difficult to separate speaking and listening skills exclusively in the development of performance objectives. In most social, educational or career situations, the two processes tend to operate together in a continual interaction. There are occasions, however, wherein either listening or speaking is the predominant function. To accommodate the differing listening/speaking situations, these objectives are clustered around three topics: "Individual responses to oral language", or general listening skills; "Interpersonal response to oral language", a listening/speaking complex; and "Individual speaking skills", oral language expressed *not* in response to other language.
INDIVIDUAL RESPONSE TO ORAL LANGUAGE	
14. By the end of the *ninth* grade, learners will be able to follow multi-step oral directions, as measured by minimum criteria on an objectives-referenced test (ORT).	Measurement of this objective might involve student participation in a real or simulated activity (e.g., a simulated telephone conversation or an actual puzzle to solve). In either case, the teacher may wish to prepare an evaluative check list designed to verify the achievement of the objective. Included in a check list would be such items as degree of accuracy, time spent on task, willingness to participate, or other appropriate behaviors. Criteria for success could be established by "field testing" the performances with a representative group of students of the same age/grade group determining from that testing what would be reasonable expectations.
	14.1 Learners will be able to listen to instructions about how to solve a puzzle and demonstrate that they can successfully arrive at a solution.
	14.2 Learners will be able to record a telephone message with accuracy.
	14.3 Learners will be able to reach a destination when provided oral directions.
	14.4 Learners will be able to participate successfully in a game when given the rules orally.
15. By the end of the *ninth* grade, learners will be able to acquire literal meaning from oral language, as measured by minimum criteria on an ORT.	This objective may be measured with a paper/pencil test or by teacher judgment from oral response. An open ended instrument may be employed, coupled with an evaluative check-list for essential points covered; or even a multiple choice test could be used to measure the students' ability to correctly sequence the events or ideas they have heard.

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

15.1 Learners will be able to list in sequence the main ideas from an oral presentation.

15.2 Learners will be able to listen to a story and write or tell the story accurately.

16. By the end of the *ninth* grade, learners will be able to analyze an oral presentation, as measured by minimum criteria on an ORT.

The teacher may wish to choose a tape of a political speech or a radio commercial message as a basis for evaluating this objective. Students could be asked to listen to the presentation and select from a series of statements the ones most appropriate.

Example: The learners are asked to listen to a speech given by a national figure on the subject of environmental pollution. He is opposing a proposed House Bill requiring factories to recycle their wastes before entering rivers or streams. His argument is that presence of such wastes only causes problems to pleasure seekers (swimmers) who ought to be working or improving their homes. Therefore, such legislation, resulting in a great expense to industry and benefiting only a small group, would not be to the interest of the general public.

Multiple choice questions could be framed to reveal the speaker's appeal to basic drives (guilt for pleasure seeking), speaker's purpose (protecting industry), faulty use of information (the argument that swimmers are the only ones benefiting from clean water). Other examples applicable to the analysis of data may be found in the Department of Education's *Social Studies Performance Objectives:* Topics 12-15.

16.1 Learners will be able to indicate the speaker's purpose (or purposes) in a persuasive appeal.

16.2 Learners will be able to identify faulty reasoning in an oral presentation.

16.3 Learners will be able to separate relevant from irrelevant information in an oral presentation.

16.4 Learners will be able to identify elements of an oral presentation appealing to certain basic drives (e.g., fear, guilt or social status).

INTERPERSONAL RESPONSE TO ORAL LANGUAGE

17 and 18. The performances cited in objectives 18 and 19 all require teacher observation and judgment. It might be unfair to test these behaviors in a given "testing" situation, but rather, as the semester unfolds, the teacher would utilize an observational check-list to note how the student performs in the course of day to day class activities. The students

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

themselves might be involved in establishing criteria for "effective" participation or even in helping in the evaluation of their classmates. It is suggested here that the topics for group discussion be as real as possible to the students' experiences or drawn from content material in other subjects, especially the social sciences.

Many of the possible activities relating to these objectives lend themselves to role playing or simulations.

17. By the end of the *ninth* grade, learners will be able to use speaking/listening skills effectively with another, as measured by minimum criteria on an ORT.

17.1 Learners will be able to use the telephone to request information

17.2 Learners will be able to participate appropriately in a simulated employment interview, discussing their own qualifications and obtaining information about the prospective job.

18. By the end of the *ninth* grade, learners will be able to use speaking/listening skills effectively in group discussions, as measured by minimum criteria on an ORT.

18.1 Learners will be able to function with a group according to agreed-upon procedures (e.g., parliamentary procedure).

18.2 Learners will be able to exchange information and ideas in a group discussion.

18.3 Learners will be able to express more than one point of view in a group discussion.

18.4 Learners will be able to recognize and express the perceptions and feelings of others in a group discussion.

18.5 Learners will be able to ask for clarification through questioning in a group discussion.

18.6 Learners will be able to use "appropriate" language in group discussions (free of antagonistic or derogatory expressions).

INDIVIDUAL SPEAKING SKILLS

19. and 20. Speaking before others is more difficult for some students than others. Differences in personality characteristics tend to place some students at a disadvantage when they are asked to make a "formal" oral presentation. Hence, these objectives are less sensitive to instruction than are the other speaking/listening skills and, as such, ought to be evaluated on a different basis. It is suggested here that criteria be developed to reflect individual student growth, not mastery, in the objective. Credence should be given to the student who shows improvement in his ability to speak before others. A

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	checklist, accompanied by an anecdotal record, ought to be developed to report individual student progress. Further, consideration should be given to allow the student to tape his presentation as an alternative to speaking before the group. Some students might need to follow this sequence of speaking activities: a. Pre-taped for teacher only b. Pre-taped for small group listening c. Pre-taped for entire class d. Oral presentation to teacher or small group e. Oral presentation before class Placement into one of these options would allow the student to demonstrate his organizational ability and express his ideas with minimal interference due to his unsureness of performing before others. (Note: If videotaping is available, this medium might offer another cluster of options).
19. By the end of the *ninth* grade, learners will be able to plan and present orally a message, as measured by minimum criteria on an ORT.	19.1 Learners will be able to give a sequential message or instructions to another or others (e.g., how to get from one place to another; how to assemble a fly rod; how to make cookies; how to figure square root). 19.2 Learners will be able to deliver orally a persuasive message (e.g., to vote for a given candidate for student council; to eat only "health foods"; to support, or oppose, a controversial Congressional bill).
20. By the end of the *ninth* grade, learners will be able to understand the use of non-verbal communications as a means of intensifying meaning in oral communications, as measured by minimum criteria on an ORT.	20.1 Learners will be able to reflect a mood or feeling by using facial expression, arms, hands, varieties of posture. 20.2 Learners will be able to identify various moods and feelings expressed by others non-verbally.

III. WRITING SKILLS

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

APPROPRIATE USE OF LANGUAGE

1. By the end of the *third* grade, learners will recognize appropriate uses of capitalization, as measured by minimum criteria on an objectives-referenced test (ORT).

2. By the end of the *third* grade, learners will recognize appropriate uses of punctuation (e.g., apostrophes, quotation marks, question marks, commas, periods, etc.), as measured by minimum criteria on an ORT.

3. By the end of the *third* grade, learners, given sentence fragments and complete sentences, will identify the complete sentences, as measured by minimum criteria on an ORT.

4. By the end of the *third* grade, learners will identify non-standard language usage in their own writing and in that of others, as measured by minimum criteria on an ORT.

5. By the end of the *third* grade, learners will recognize sound-to-letter correspondence in spelling words, as measured by minimum criteria on an ORT.

6 By the end of the *third* grade, learners will demonstrate knowledge of how to spell words using suffixes, prefixes, plurals, and compounds, as measured by minimum criteria on an ORT.

FACILITY IN WRITING

7. By the end of the *third* grade, learners will apply appropriate use of capitilization in their own writing, as measured by minimum criteria on an ORT.

8. By the end of the *third* grade, learners will apply appropriate uses of capitalization in their own meaning in their own writing, as measured by minimum criteria on an ORT.

9. By the end of the *third* grade, learners will write complete sentences, as measured by minimum criteria on an ORT.

10. By the end of the *third* grade, learners will apply appropriate language usage in their own writing, as measured by minimum criteria on an ORT.

COMMUNICATION SKILLS 1-3

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
11. By the end of the *third* grade, learners will demonstrate knowledge of regularities of spelling patterns of the words they utilize in their writing, as measured by minimum criteria on an ORT.	
12. By the end of the *third* grade, learners will produce written communications unique to the learner (e.g., description of observations, ideas, experiences, etc.), as measured by minimum criteria on an ORT.	
13. By the end of the *third* grade, learners will continue to develop legibility in handwriting skills, as measured by minimum criteria on an ORT.	
POSITIVE RESPONSES TO WRITING	
14. By the end of the *third* grade, learners will positively respond to writing, as measured by minimum criteria on an ORT.	14.1 Learners will demonstrate that they value writing as a means of personal creative expression by voluntarily producing unique written communications, as measured by minimum criteria on an ORT. 14.2 Learners will demonstrate positive regard for writing by requesting assistance with their writing from teachers, parents, and others, as measured by minimum criteria on an ORT. 14.3 Learners will demonstrate acceptance of the value of writing correctly by checking for mistakes prior to submitting work to the teacher, as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
FACILITY IN WRITING	
15. By the end of the *sixth* grade, learners will apply generally accepted uses of capitalization in their own writing (e.g., proper nouns, sentence beginnings, days, months, holidays, the pronoun "I"), as measured by minimum criteria on an ORT.	
16. By the end of the *sixth* grade, learners will utilize appropriate punctuations as an aid to meaning in their own writing, as measured by minimum criteria on an ORT.	
17. By the end of the *sixth* grade, learners will utilize appropriate language usage in their own writing (e.g., using affixes, forming plurals and adverbs, agreement, irregular verb forms, forming contractions and possessives, etc.), as measured by minimum criteria on an ORT.	
18. By the end of the *sixth* grade, learners will correctly spell with independence the words they utilize in their writing, as measured by minimum criteria on an ORT.	
19. By the end of the *sixth* grade, learners will organize and express in written language selections which accurately reflect the learner's intended meaning, as measured by minimum criteria on an ORT.	19.1 Given a choice of topics, the learner can express a personal opinion in writing, as measured by minimum criteria on an ORT. 19.2 The learner can compose an imaginative selection in writing, as measured by minimum criteria on an ORT. 19.3 Given a picture (e.g., an object, a person, a scene, etc.), the learner can compose a written description, as measured by minimum criteria on an ORT. 19.4 Given a picture of an action or event, the learner can depict it in writing, as measured by minimum criteria on an ORT. 19.5 The learner can write a selection which defines a problem and proposes its solution, as measured by minimum criteria on an ORT. 19.6 The learner can communicate a personal experience or feeling in writing, as measured by minimum criteria on an ORT.
20. By the end of the *sixth* grade, learners will develop legibility in handwriting skills, as measured by minimum criteria on an ORT.	

PERFORMANCE OBJECTIVES

EXAMPLES AND COMMENTS

POSITIVE RESPONSES TO WRITING

21. By the end of the *sixth* grade, learners will demonstrate that they value writing as a means of creative expression, as measured by minimum criteria on an ORT.

21.1 Learners will demonstrate positive regard for writing by requesting assistance with their writing from teachers, parents, and others, as measured by minimum criteria on an ORT.

21.2 Learners will exhibit valuing of writing by voluntarily using free time to write, both within the classroom and at home, as measured by minimum criteria on an ORT.

21.3 Learners will demonstrate their acceptance of the value of writing correctly by checking for mistakes and using reference aids prior to submitting work to the teacher (e.g., spelling, punctuation, subject-verbs and pronouns, antecedent agreements, etc.), as measured by minimum criteria on an ORT.

PERFORMANCE OBJECTIVES

WRITING FOR A PURPOSE

22. By the end of the *ninth* grade, learners will be able to write in response to stated conditions, as measured by minimum criteria on an ORT.

EXAMPLES AND COMMENTS

22 to 25. Special instructions regarding evaluation:
The objectives which follow should offer educators a model for minimal expectations. Implicit in a performance objective is the critieria for success, those indicators signaling whether the objective has been met. Written composition, however, tends to elude such easy signals. At best, the measurement of writing remains imprecise, since stable criteria simply are not available for the many varieties and variables of written communication.

Research in written composition reveals quite clearly that mere proofreading tests or multiple choice instruments are in no way satisfactory indices of student competence in the production of written language. Thus it is recommended that actual student writing samples be collected and analyzed pursuant to the determination of criteria. The following procedure is suggested:

1. Develop a bank of 50 lively, provocative writing assignments based upon the objectives expressed under *Purpose* (objectives 22-25.)
2. Administer these assignments to a number of secondary students.
3. Assemble a panel of teachers, lay people and students to determine (a) which of the assignments elicit the most representative writing for each objective; (b) the general criteria which determine the "success" or "failure" of each sample of writing; (c) a check list or survey form for each type of writing based on the objectives.
4. Train readers, and on the basis of a satisfactory sample size, establish criterion levels. The criterion levels should be multidimensional, allowing for the description of competencies at *many* levels, thus avoiding the making of limited, two value statements.

Finally, it should be observed that this procedure should *not* exclude the possibility of appraising creative or expressive writing as an available option.

22.1 Given a sample application form for employment, learners will be able to complete the form, supplying the requisite personal data.

22.2 Given a sample application blank for a driver's license in the State of Michigan, learners will be able to complete the form, supplying the necessary information.

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	22.3 Given a sample United States census form, learners will be able to write their responses to the inquiries.
	22.4 Given four cartoons or photographs showing people in unusual or humorous situations, learners will be able to write a caption for each picture.
23. By the end of the *ninth* grade, learners will be able to write compilations of familiar information, as measured by minimum criteria on an ORT.	23.1 Learners will be able to write a resumé of their own life, education, aptitudes and interests as part of an application for employment.
	23.2 Learners will be able to write a set of instructions, directing someone from one location to another.
	23.3 Learners will be able to write a classified advertisement using fifteen words or less offering for sale an old bicycle or other unwanted possession.
	23.4 Learners will be able to write a letter of inquiry to a mail order house asking for more information about a catalog item.
24. By the end of the *ninth* grade, learners will be able to write functional selections, as measured by minimum criteria on an ORT.	24.1 Given a hypothetical situation wherein the learners' legislator has announced that he favors year-round schooling for all students, students will be able to write the congressman a letter giving their opinions.
	24.2 Given a hypothetical situation wherein a friend has had considerable trouble with his new 1974 Super Weasel which his local dealer has refused to fix under the warranty, learners will be able to write to the president of Weasel Motors making a formal complaint.
	24.3 Learners will be able to write an essay, giving their opinion(s) about an issue which is of concern to many people (e.g., busing, inflation, the generation gap, dishonesty in government, the educational system, etc.)
25. By the end of the *ninth* grade, learners will be able to write social and personal selections as measured by minimum criteria on an ORT.	25.1 Learners will be able to write to a friend in a distant city, telling him or her about current personal events or ideas.
	25.2 Learners will be able to write about personal feelings (love, hate, envy, fear, greed, anger, etc.) using any mode of expression they wish: poem, essay, song, story, letter, etc.

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25.3 Learners will be able to write a letter asking for financial assistance.

25.4 Learners will be able to write an example of a journal entry, telling about something special, unusual or interesting that has happened within the past few weeks.

26 to 34. The evaluation of the objectives listed under *Organizational Skills*, *Mechanics*, *Clarity*, and *Style* (objectives 26-34) should derive its criteria from the survey process cited above in this column. From the representative samples of student writing in each of the categories under *Purpose* the evaluators should be able to establish a range of competencies related to how well various students perform the various writing tasks. For example, the survey should produce data for a typical model in each of the *Purposes* so in a given school district a high rated competency level might reveal mechanical writing skills reflecting careful attention to "correct" capitalization, punctuation, and verb forms; another level could show appropriate capitalization and usage patterns, but very uneven attention to punctuation — to the point of changing the student's intended meaning.

The objectives for the specific writing techniques could be made into a grid for recording how students perform in the various mechanical aspects of writing as compared to the range of models at various competency levels. It is suggested that the students themselves could use the grid as a means of evaluating and recording the progress of their own writing assignments.

ORGANIZATIONAL SKILLS

26. By the end of the *ninth* grade, learners will be able to select an idea and develop it into a specified type of discourse, as measured by minimum criteria on an ORT.

26.1 Learners will be able to write their ideas in sequence (temporal, spacial, emphatic, episodic).

26.2 Learners will be able to write a selection with introduction, body, and summary.

26.3 Learners will be able to use illustrations, details, anecdotes or examples to support their major ideas.

MECHANICS

27. By the end of the *ninth* grade, learners will be able to utilize appropriate capitalization in their own writing, as measured by minimum criteria on an ORT.

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28. By the end of the *ninth* grade, learners will be able to punctuate their own writing as an aid to meaning, as measured by minimum criteria on an ORT.

29. By the end of the *ninth* grade, learners will be able to proofread their own writing and identify punctuation errors, capitalization errors, and misspellings, as measured by minimum criteria on an ORT.

30. By the end of the *ninth* grade, learners will be able to employ standard aspects of usage in formal writing (e.g., subject-verb agreement, pronoun-antecedent agreement, verb and adverbial forms), as measured by minimum criteria on an ORT.

31. By the end of the *ninth* grade, learners will be able to employ the level of usage appropriate to a non-formal audience situation (e.g., notes, directions), as measured by minimum criteria on an ORT.

CLARITY

32. By the end of the *ninth* grade, learners will communicate with precision in writing (free of ambiguity, redundance, unnecessary language), as measured by minimum criteria on an ORT.

STYLE

33. By the end of the *ninth* grade, learners will be able to write with a range and variety of sentence structures appropriate to a specified audience and situation, as measured by minimum criteria on an ORT.

34. By the end of the *ninth* grade, learners will be able to amplify and clarify meaning by using expressive and figurative language in their writing, as measured by minimum criteria on an ORT.

AFFECTIVE

EXAMPLES AND COMMENTS

35 to 37. The objectives in the *Affective* category cannot be evaluated in a "testing" format. Rather, these attitudinal behaviors must be observed and noted by the teacher on a day to day basis as they are revealed. Again, a student profile record used as a

PERFORMANCE OBJECTIVES	EXAMPLES AND COMMENTS
	checklist could prove to be a helpful means of recording the teacher's observations. Also, implicit in this category is a range of behaviors, reflecting, for example, the *degree* of voluntary performance in the various activities suggested by the objectives. The teacher's observations ought to include, in some way, the extent to which a student participates as well as some indication of the qualitative nature of the student's contributions.
35. By the end of the *ninth* grade, learners will value their own and otners' writing, as measured by minimum criteria on an ORT.	35.1 Learners will voluntarily attempt to improve their writing skills. 35.2 Learners will solicit reactions to their writing. 35.3 Learners will voluntarily participate in discussions of alternate ways of written expression. 35.4 Learners will voluntarily participate in defining criteria for evaluation writing.
36. By the end of the *ninth* grade, learners will value using written language, as measured by minimum cirteria on an ORT.	36.1 Learners will write as a voluntary, self-initiated activity. 36.2 Learners will experiment with different forms and modes of expression, e.g., puzzles, puns, poetry.
37. By the end of the *ninth* grade, learners will value their personal writings as a means of self understanding, as measured by minimum criteria on an ORT.	37.1 Learners will use writing as a method of clarifying their ideas and feelings. 37.2 Learners will use writing to communicate with themselves, e.g., diaries, personal logs, journals, public or private reactions to issues.

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The following roster represents teachers and specialists who were afforded opportunities to make direct input into the development of *Performance Objectives for Communication Skills*. The contributions of this group are in addition to those who participated in the regional workshops held in November and December of 1971 and those members of the Grade Level Commissions who contributed during 1972-73.

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